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A STUDY OF SELF-EFFICACY AND ACHIEVEMENT MOTIVATION OF PROSPECTIVE TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING

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Abstract

The present study aims to find out the relationship between Self – Efficacy, Achievement Motivation and Attitude towards Teaching of Prospective Teachers. For this purpose a sample of 290 Prospective teachers was randomly selected from colleges of Education in Navi Mumbai of Maharashtra state. The study reveals that there is positive co relation between Self- Efficacy and Attitude towards Teaching of Prospective Teachers. But it is not significant at 0.05 level of significance. There is negative co – relation between Achievement Motivation and Attitude towards teaching of Prospective Teachers and also not significant. Male and female Prospective Teachers differ significantly in their Self –Efficacy but not in their Achievement Motivation and Attitude towards Teaching.

Keywords :- *Self –Efficacy, Achievement Motivation, Attitudes towards Teaching, Prospective Teachers.*

Introduction: Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge, skills and ability which help a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping Self-Efficacy, Achievement Motivation and Attitude towards Teaching of Prospective Teachers. Self-Efficacy is defined as a person's belief about their ability to organize

and execute courses of action necessary to achieve a goal. In other words, persons with strong efficacy beliefs are more confident in their capacity to execute a behavior. Beliefs about Self-Efficacy have a significant impact on our goals and accomplishments by influencing personal choice, motivation and our patterns and emotional reactions. Higher Self-Efficacy is also associated with more persistence, a trait that allows us to gain corrective experiences that reinforce our sense of Self-Efficacy. Achievement Motivation is the desire to achieve a standard of excellence, to do well for the sake of doing well rather than for extrinsic reward. It has been noticed by behavioral scientists that people have an intense desire to achieve something, while others may not seem that concerned about their achievement. It is also noticed that people with a high level of Achievement Motivation exhibit certain characteristics. Achievement Motivation is the tendency to endeavor for success and to choose goal oriented success or failure activities.

For cultivating successful teachers for tomorrow, teacher education program need to put more emphasis on the cultivation of well balanced personality and well-balanced personality is one who is culturally refined, emotionally stable, ethically sound, logically correct, socially efficient, physically strong, morally upright, vocationally self-sufficient and internationally liberal.

The area of operation of these Prospective Teachers would be there at the secondary level where they have to deal with the adolescents. Adolescent along with the other characteristics need special attention on their Self-Efficacy and Achievement Motivation. Therefore, Self-Efficacy, Achievement Motivation and Attitude towards Teaching of Prospective Teachers are the characteristics which deserve due attention of the researchers in the teaching – learning process while imparting the training to these Prospective Teachers.

Objectives of the study

To study the Prospective Teachers' Self-Efficacy, Achievement Motivation and Attitude towards Teaching.

To find the relationship between Self-Efficacy and their Attitude towards Teaching.

To find the relationship between Achievement Motivation and their Attitude towards Teaching.

To find the significance of the difference between the male and female Prospective Teachers with respect to their Self-Efficacy, Achievement Motivation and their Attitude towards Teaching.

Hypothesis of the study

There exist Self-Efficacy, Achievement Motivation and Attitude towards Teaching in Prospective Teachers.

There exist a significant relationship between Self-Efficacy and their Attitude towards Teaching.

There exist a significant relationship between Achievement Motivation and their Attitude towards Teaching.

There exist a significant difference between the male and female Prospective Teachers with respect to their Self-Efficacy, Achievement Motivation and their Attitude towards Teaching.

Method and Procedure: The researcher used normative survey as the method of study for the present research.

Sample – The sample for present study constitutes 290 randomly selected Prospective Teachers from the B. Ed colleges in Navi Mumbai of Maharashtra state.

Tools used – The researcher used the following tools for the present study

1 General Self – Efficacy scale adapted version by Singh (2000)

2 Achievement – Motivation Scale by Deo and Mohan (2011) revised version.

3 Teacher Attitude Scale by Goyal (2004).

Statistical Techniques Used

Following statistical techniques are used for analysis of the data

Descriptive Analysis – Mean and Standard Deviation

Correlation Analysis – Coefficient of Correlation (‘r’) and

Differential Analysis – ‘t’ – test

Analysis and Interpretation of Data: It is evident from Table 1 that the mean scores of Prospective Teachers in Self-Efficacy, Achievement Motivation and Attitude towards Teaching are 25.358, 144.610 and 5.237 respectively.

Table-1 : The Mean and Standard Deviation Scores of Prospective Teachers in Self-Efficacy, Achievement Motivation and Attitude towards Teaching

Prospective Teachers(N=290)	Mean	S.D.
Self-Efficacy	25.358	9.793
Achievement Motivation	144.610	29.643
Attitude towards Teaching	5.237	2.542

The mean score of 25.358 in Self –Efficacy reveals that the Prospective Teachers have average level of Self – Efficacy. The mean score of 144.610 indicates that the Prospective Teachers have

average level of Achievement Motivation. The mean score of 5.237 indicates that the Prospective Teachers have favorable Attitude towards Teaching.

Table-2: Coefficient of Correlation between Prospective Teachers' Self-Efficacy, Achievement Motivation and Attitude towards Teaching

Correlation between Prospective Teachers	df	'r' value	Level of Significance
Self-Efficacy score with their Attitude towards Teaching score	290	0.067	0.256
Achievement Motivation score with their Attitude towards Teaching score	290	-0.094	0.109

It is evident from Table 2 that the computed 'r' values are found to be 0.067 and - 0.094. The obtained value 0.067 indicates that there is positive correlation between Self – Efficacy and their Attitude towards Teaching. But this is not significant at 0.05 level. Therefore, it is inferred that there is no significant relationship between Self –Efficacy and Attitude towards Teaching of Prospective Teachers. The 'r' value of - 0.094 indicates that there is negative correlation between Achievement Motivation and Attitude towards Teaching score. But this is not significant at 0.05 level. It is inferred that there is no significant relationship between Achievement Motivation and Attitude towards Teaching of Prospective Teachers.

Table-3: Significance of Difference between Male and Female Prospective Teachers with respect to their Self-Efficacy, Achievement Motivation and their Attitude towards Teaching

Variables	Male (N=102)		Female (N=188)		't' value	p-value
	Mean	S.D	Mean	S.D		
Self-Efficacy	18.088	8.315	29.303	8.149	-11.110	.000
Achievement Motivation	1.408	31.267	1.466	28.601	-1.603	.110
Attitude towards Teaching	5.078	2.604	5.324	2.511	-.786	.432

From Table 3, the computed values are found to be -11.110, -1.603 and -.786. Except the value -11.110 the remaining variables are not significant. It is concluded that the male and female Prospective Teachers differ significantly in their Self –Efficacy but they do not differ significantly in their Achievement Motivation scores and Attitude Towards Teaching scores. It is also inferred from the above analysis that female Prospective Teachers have better Self –Efficacy than the male Prospective Teachers.

Discussion of Results :- The prospective Teachers have average level of Self –Efficacy, average level of Achievement Motivation and favorable Attitude towards Teaching. There is no significant relationship between Self – Efficacy, Achievement Motivation and Attitude towards Teaching score of Prospective Teachers. The male and female Prospective Teachers differ significantly in their Self – Efficacy but not in their Achievement Motivation and Attitude towards Teaching score. By providing proper motivational strategies to the Prospective Teachers they may be made to perform the best. The parents and teacher educators of the male Prospective Teachers should develop positive Attitude towards Teaching profession.

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